

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-02-01-06-0002
 Name: Amherst Central High School
 Principal: Joseph A. Podgorski

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	270	249	248
Tenth	242	260	257
Eleventh	247	242	253
Twelfth	249	253	246
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1008	1004	1004

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	16	1.6%	32	3.2%	22	2.2%
Black (Not Hispanic)	47	4.7%	104	10.4%	124	12.4%
Hispanic	10	1.0%	13	1.3%	13	1.3%
White (Not Hispanic)	935	92.8%	855	85.2%	845	84.2%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	23	20	19
Mathematics Grade 10	23	20	20
Science Grade 10	18	17	17
Social Studies Grade 10	21	22	19

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	6	0.6%	7	0.7%	13	1.3%
Eligible for Free Lunch	57	5.7%	62	6.2%	74	7.4%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.7%		92.9%		93.5%
Student Suspensions	77	8.1%	65	6.5%	13	1.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	3.1%	3.6%	3.8%
Public Assistance	1-10%	1-10%	11-20%
Student Stability	92%	91%	96%

Staff Counts

Staff	2003-04
Total Teachers	79
Total Other Professional Staff	13
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	192	135	70%	193	146	76%	195	156	80%
Students with Disabilities	20	5	25%	20	6	30%	25	5	20%
All Students	212	140	66%	213	152	71%	220	161	73%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	170	36	6	0	4	4
Percent	77%	16%	3%	0%	2%	2%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
25	5	3	28

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	12		9		6	0.7%
	Entered GED Program*	13		7		12	1.3%
	Total Noncompleters	25		16		18	2.0%
Students with Disabilities	Dropped Out	1		3		3	2.9%
	Entered GED Program*	3		0		2	1.9%
	Total Noncompleters	4		3		5	4.8%
All Students	Dropped Out	13	1.3%	12	1.2%	9	0.9%
	Entered GED Program*	16	1.6%	7	0.7%	14	1.4%
	Total Noncompleters	29	2.9%	19	1.9%	23	2.2%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	232	458	909
	Number of Students with Disabilities	38	51	95
	Number of All Students	270	509	1004
	Percent of Enrollment	27%	51%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	2	#
Science	0	0%	0	0%	2	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	1	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	75%	3	#	11	100%
Science	8	63%	6	67%	3	#
Reading	2	#	14	93%	10	100%
Writing	2	#	4	#	20	95%
Global Studies	8	50%	7	86%	9	78%
U.S. Hist & Gov't	3	#	5	40%	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	236	231	261	21	24	17
Number Scoring 55-100	226	217	253	15	16	15
Number Scoring 65-100	208	199	239	11	10	11
Number Scoring 85-100	117	112	136	3	3	0
Percentage of Tested Scoring 55-100	96%	94%	97%	71%	67%	88%
Percentage of Tested Scoring 65-100	88%	86%	92%	52%	42%	65%
Percentage of Tested Scoring 85-100	50%	48%	52%	14%	12%	0%
Mathematics A						
Number Tested	11	227	243	4	13	18
Number Scoring 55-100	7	215	239	#	9	15
Number Scoring 65-100	7	204	235	#	8	12
Number Scoring 85-100	7	119	132	#	2	1
Percentage of Tested Scoring 55-100	64%	95%	98%	#	69%	83%
Percentage of Tested Scoring 65-100	64%	90%	97%	#	62%	67%
Percentage of Tested Scoring 85-100	64%	52%	54%	#	15%	6%
Mathematics B						
Number Tested	0	1	138	0	0	2
Number Scoring 55-100	0	#	137	0	0	#
Number Scoring 65-100	0	#	129	0	0	#
Number Scoring 85-100	0	#	59	0	0	#
Percentage of Tested Scoring 55-100	0%	#	99%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	#	93%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	#	43%	0%	0%	#
Global History and Geography						
Number Tested	243	272	263	27	23	25
Number Scoring 55-100	237	257	243	25	18	17
Number Scoring 65-100	218	233	233	18	14	16
Number Scoring 85-100	111	103	129	4	1	5
Percentage of Tested Scoring 55-100	98%	94%	92%	93%	78%	68%
Percentage of Tested Scoring 65-100	90%	86%	89%	67%	61%	64%
Percentage of Tested Scoring 85-100	46%	38%	49%	15%	4%	20%
U.S. History and Government						
Number Tested	231	239	248	18	26	16
Number Scoring 55-100	222	235	247	15	25	16
Number Scoring 65-100	203	231	238	10	22	16
Number Scoring 85-100	70	141	137	1	4	2
Percentage of Tested Scoring 55-100	96%	98%	100%	83%	96%	100%
Percentage of Tested Scoring 65-100	88%	97%	96%	56%	85%	100%
Percentage of Tested Scoring 85-100	30%	59%	55%	6%	15%	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	216	277	221	17	32	19
Number Scoring 55-100	211	269	217	17	27	18
Number Scoring 65-100	207	250	212	15	20	16
Number Scoring 85-100	98	106	83	3	1	1
Percentage of Tested Scoring 55-100	98%	97%	98%	100%	84%	95%
Percentage of Tested Scoring 65-100	96%	90%	96%	88%	62%	84%
Percentage of Tested Scoring 85-100	45%	38%	38%	18%	3%	5%
Physical Setting/Earth Science						
Number Tested	218	165	191	32	14	20
Number Scoring 55-100	198	159	175	25	12	16
Number Scoring 65-100	183	154	164	18	11	13
Number Scoring 85-100	87	69	51	3	3	5
Percentage of Tested Scoring 55-100	91%	96%	92%	78%	86%	80%
Percentage of Tested Scoring 65-100	84%	93%	86%	56%	79%	65%
Percentage of Tested Scoring 85-100	40%	42%	27%	9%	21%	25%
Physical Setting/Chemistry						
Number Tested	176	181	211	6	5	4
Number Scoring 55-100	172	178	206	6	5	#
Number Scoring 65-100	152	155	181	4	3	#
Number Scoring 85-100	49	40	62	0	0	#
Percentage of Tested Scoring 55-100	98%	98%	98%	100%	100%	#
Percentage of Tested Scoring 65-100	86%	86%	86%	67%	60%	#
Percentage of Tested Scoring 85-100	28%	22%	29%	0%	0%	#
Physical Setting/Physics						
Number Tested			74			2
Number Scoring 55-100			74			#
Number Scoring 65-100			72			#
Number Scoring 85-100			30			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			97%			#
Percentage of Tested Scoring 85-100			41%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	85	54	47	1	0	0
Number Scoring 55-100	85	54	47	#	0	0
Number Scoring 65-100	85	54	45	#	0	0
Number Scoring 85-100	43	37	30	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	96%	#	0%	0%
Percentage of Tested Scoring 85-100	51%	69%	64%	#	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	61	102	108	0	0	2
Number Scoring 55-100	61	102	107	0	0	#
Number Scoring 65-100	60	102	106	0	0	#
Number Scoring 85-100	34	49	54	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	99%	0%	0%	#
Percentage of Tested Scoring 65-100	98%	100%	98%	0%	0%	#
Percentage of Tested Scoring 85-100	56%	48%	50%	0%	0%	#
Comprehensive Latin						
Number Tested	9	18	12	1	0	0
Number Scoring 55-100	9	18	12	#	0	0
Number Scoring 65-100	9	18	12	#	0	0
Number Scoring 85-100	3	11	8	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	33%	61%	67%	#	0%	0%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	183	160	18	7	5	1
Number Scoring 55-100	176	150	17	5	5	#
Number Scoring 65-100	170	136	15	5	5	#
Number Scoring 85-100	112	70	1	2	3	#
Percentage of Tested Scoring 55-100	96%	94%	94%	71%	100%	#
Percentage of Tested Scoring 65-100	93%	85%	83%	71%	100%	#
Percentage of Tested Scoring 85-100	61%	44%	6%	29%	60%	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	37	97%	34	97%	14	100%
Students with Disabilities	10	100%	8	100%	13	92%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	0	#	#	#	#

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	210	210	210	29	29	29	239	239	239
Number Scoring 55–64	2	1	2	4	2	0	6	3	2
Number Scoring 65–84	83	64	79	14	15	21	97	79	100
Number Scoring 85–100	107	134	121	5	4	4	112	138	125
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			7			0
Beginning (0-18)			1			0
Intermediate (19-31)			1			0
Advanced (32-36)			2			0
Proficient (37-39)			3			0
Reading and Writing (Grade 9-12)						
Number Tested			7			0
Beginning (0-14)			1			0
Intermediate (15-24)			0			0
Advanced (25-32)			5			0
Proficient (33-35)			1			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)